

Continuous professional education of teachers of physical education with the additional qualification in the field of foreign languages on the basis of competency-based approach

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Abstract: One of the recent problems in the field of continuous training of future teachers of physical education is the training of students on the basis of concepts of competency-based approach in the context of individualization of learning. The theoretical analysis revealed the relevance and importance of creating a unified system of strategic partnership for the continuous professional training of specialists in the field of physical culture in the direction of a competency-based approach. This system includes the interaction of colleges, various universities and their faculties, employers and local government bodies and administrations, as well as foreign educational colleges. The aim of the research is to develop and prove the effectiveness of introducing the technology of implementing the competency-based approach in the process of continuous physical education (college-university) in the context of professional training of teachers of physical education with the additional qualification in the field of foreign languages on the basis of creating a structural model and individually differentiated system of training. Comparative analysis of the results with the help of mathematical and statistical data processing for X2, revealed an increase in the number of students of EG, in comparison with CG1 and CG2, at a high level of competence development (GC, GPC and PC). The reduced trajectory of training (1,5 years) at the university after college, together with professional activity in the middle or children's and youth sports school allows to prepare a better specialist in the field of physical culture and sports.

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Key words: competency-based approach, continuous physical education, model.

Introduction

One of the urgent problems in the field of continuing training of future teachers of physical culture is the training of students on the basis of the provisions of the competence approach in the aspect of individualization of instruction. The technology for the implementation of continuous physical education involves a broad interaction between educational institutions and their faculties and institutions that implement various forms and levels of education. The most common model of cooperation is the educational model "college-university" (Vovk, 2011; Stepus, 2012; Muntian & Chernovol, 2012; Piskunova & Ponomarev, 2016; Osipov et al., 2016). Continuing the discussion in the aspect of the problem of implementing continuous sports education, the study of L. I. Bezuglaya, which considers the tendencies of lifelong education, and substantiates the relevance and necessity of postgraduate education for the professional competence of specialists in physical culture (Bezuglaya, 2012) is of interest. We note the scientific work of D.N. Platonov, L.L. Platonova & I.A. Cherkashin, which presents a set of theoretical and methodological provisions, scientific results of the consideration of the strategy for the development of professional sports education in the new socio-economic conditions of the region, and experimental testing of a number of its provisions (Platonov, Platonova & Cherkashin, 2015). From the analysis of the works presented above, the problem of organization of continuous physical education is especially actualized, and new approaches to the professional training of a specialist in physical culture and sports are being sought.

Continuing the scientific discussion, we turn to research work on the issues of teaching foreign students in higher educational organizations, their adaptation through physical culture and sports. So in his scientific work V. O. Kamaiev proves that sports and physical activity of students is the most effective means of social and professional adaptation in the new state (Korolinskaya, 2011; Kamaiev, 2012). A group of Russian scientists experimentally prove the necessity of developing the professional competence of a teacher of physical culture in

accordance with the tasks of internationalization of the national higher school (Kurtova, 2011; Smyshlyaev at al., 2017; Romanov at al., 2017).

Continuing the theoretical study, it is necessary to pay attention to a detailed analysis of the technological foundations of the formation of the bachelor's competence in teacher education on the profile of "Physical Culture" in the process of professional training in the university. During the four years of the federal state educational graduate who has mastered the undergraduate program must have a general cultural competence (GC) of 9 aspects, of general professional competences (GPC) in 6 different directions and professional competences (PC) corresponding types of professional activity, which is focused undergraduate program (pedagogical activity - 7 competencies, project activity - 3 competencies, research activity - 2 competencies and educational activities - 2 competencies).

In the study of the rationale for the formation of general cultural competences, it should be noted the works (Belikova, 2012; Bondar at al., 2012; Pechko, 2012; Vaskov, 2012; Ostafijchuk at al., 2013; Semanyshyn & Popel, 2014). Particular attention should be paid to articles in the leading Russian journal on physical culture and sports "Theory and Practice of Physical Culture" on this topic (Nayn & Gareeva, 2016; Kiuru & Popova, 2016; Stroeva, 2016). Continuing the scientific discussion on the analysis of the process of forming general professional competencies, it is worth noting the works on the methodological discussion of the problem of harmonization of higher professional education in the direction of "Pedagogical Education" (Deminskaya, 2012; Dudorova, 2014; Sarantsev, 2016; Sushchenko at al., 2016; Zavydivska at al., 2017). In conclusion of the analysis of scientific works devoted to the justification of the need for the formation of general cultural competences, special attention should be paid to the scientific work of I.V. Ivanii. Namely, the theoretical component of the essence of the health-saving competence of the teacher of physical culture is substantiated through the manifestation of the teacher's culture of health and the basis of socio-pedagogical maturity acquired in the process of professional training and activity (Ivanii, 2016).

In the process of theoretical analysis of scientific works on various aspects of the process of shaping the competencies of the future bachelor in the field of physical culture and sports, we will continue the discussion of the key direction, namely professional competencies. In the aspect of pedagogical activity it should be noted the scientific articles, where it is established that a competent approach allows reorienting teaching technology from the process to the result of education, in turn, the educational process acquires an active and creative character through the introduction of personal and competent approaches. A generalization of the integration of the professional competencies of a physical education and sports worker in higher sports education is presented (Pasihnyk, 2010; Chernyakov, 2012; Kamaiev & Kamaieva, 2012; Glazunov, 2013; Dubrevskiy, 2014; Amara at al., 2015; Lukiyanenko, 2016). V.T. Yalovik's work is also noteworthy, in which the necessity of forming the pedagogical creativity of future teachers of physical education is grounded and the system of creative skills that are formed in the process of professional training of specialists in physical education taking into account the specifics of modern education is determined (Yalovik, 2011). In the direction of the project activity, it should be noted the scientific article of N.V. Masyagina, which presents the results of a study conducted to assess the professional competencies of a physical education and sports specialist in his versatile project activity for the implementation of the system of training future bachelors (Masyagina, 2015).

In the direction of studying research activity, the scientific articles, which establishes that the traditional model of education provides a high level of mastering students with theoretical knowledge, is noteworthy, but does not significantly influence the formation of their pedagogical position (Stepanchenko & Matvijchuk, 2012; Stasyuk, at al., 2012). In the aspect of forming competences in this area, the scientific works, by definition of the features of the formation of the activity component of the acmeological competence of the specialists in physical education and the identification of the interrelation and mutual influence of its components (Gats, 2010; Dereka, 2016; Sobyenin at al., 2016). In the foresight of the study of cultural and educational activities, a scientific articles (Zubchenko, 2012; Romanowska-Tolloczko, 2015; Romanchyshyn at al., 2015; Ivanii, 2016). Noteworthy is the study of A. V. Timoshchuk, M. Onoprienko on the detailed consideration of the foundations of the process of shaping the spiritual culture of the future teacher during training and studied the basic requirements for this profession (Timoshchuk, 2011; Onoprienko, 2014). In the conclusion of the analysis of the reflection of the formation of competences, we turn to the study of A. V. Leonenko on the development of the methodology for forming the readiness of the future teacher of physical culture for the patriotic education of high school students (Leonenko, 2016).

The detailed study of scientific research on the problem of introducing federal state standards in the aspect of the competence approach confirmed our hypothesis that there is a particularly acute need for research work on the introduction of new system technologies for the formation of bachelor's competencies in pedagogical education in the field of physical culture and sports. In turn, to supplement and complete research work in an empirical context, it is necessary to study the use of diagnostic tools in the process of implementing the competence approach in various higher educational institutions.

The development of the fund of valuation means and control and measuring materials is devoted to a lot of Russian works in which the diagnostic technology is systematized, consisting of evaluation materials on the topics, types of control, monitoring forms, competence, educational categories in the development of special

competence-oriented Assignments. In this direction, we are interested in our work on the study of the diagnostic direction in the process of forming and testing the competencies of students, in which the technology for monitoring the learning outcomes is offered by the integrated application of innovative methods and tools for assessing learning achievements, such as standardized tests, portfolio and specially developed modular-rating system (Samsutina, 2012; Golub & Fishman, 2013; Tat'yanina & A. I. Vlasov, 2015; Shukaeva, 2016) is substantiated.

In their studies, a group of Russian scientists originally offers a system for monitoring the formation of competences of the future physical education teacher on the modified taxonomy of B. Bloom and adapted to implementation in a pedagogical university (Nagovitsyn at al., 2015, 2016; Manzheley, 2016). The original presentation of the development of a tool for measuring the effectiveness of education and training in the field of physical education using the Q-sort method Nyak Amir and Saifuddin. The authors prove the practical importance of the author's tool, which can be used to assess the effectiveness of teaching and learning future physical education teachers (Nyak, 2017; Saifuddin, 2017). Summing up the analysis of scientific works on development of diagnostic tools, the scientific work of T.E. Layne, B. Chapatte-Ramos, C.C. Irwin, which presents the diagnosis of the main components of qualified teachers of physical education: knowledge of teaching skills and various teaching methods. The urgency of their work for our research is that the work presents an electronic diagnostic tool for various training models (Layne, 2016, Chapatte-Ramos, 2016, Irwin, 2016).

Theoretical analysis from the perspective of all aspects of the subject matter stated in the subject of our research has revealed the relevance and significance of creating a unified system of strategic partnership in the professional training of specialists in the field of physical culture and sports in the direction of a competence approach involving the interaction of colleges, various universities and their faculties, employers and local Bodies of state power and administration, as well as foreign educational colleges. On the basis of the theoretical research presented above, the process of implementing a competence approach to the professional training of a specialist in physical culture and sports has been identified, and a diagnostic and diagnostic toolkit has been identified to monitor the formation of the bachelor's competence in pedagogical education along the profile of "Physical Culture". The theoretical analysis revealed the relevance and importance of creating a unified system of strategic partnership for the continuous professional training of specialists in the field of physical culture and sports in the direction of a competence approach, including the interaction of colleges, various universities and their faculties, employers and local government bodies, as well as foreign educational Colleges.

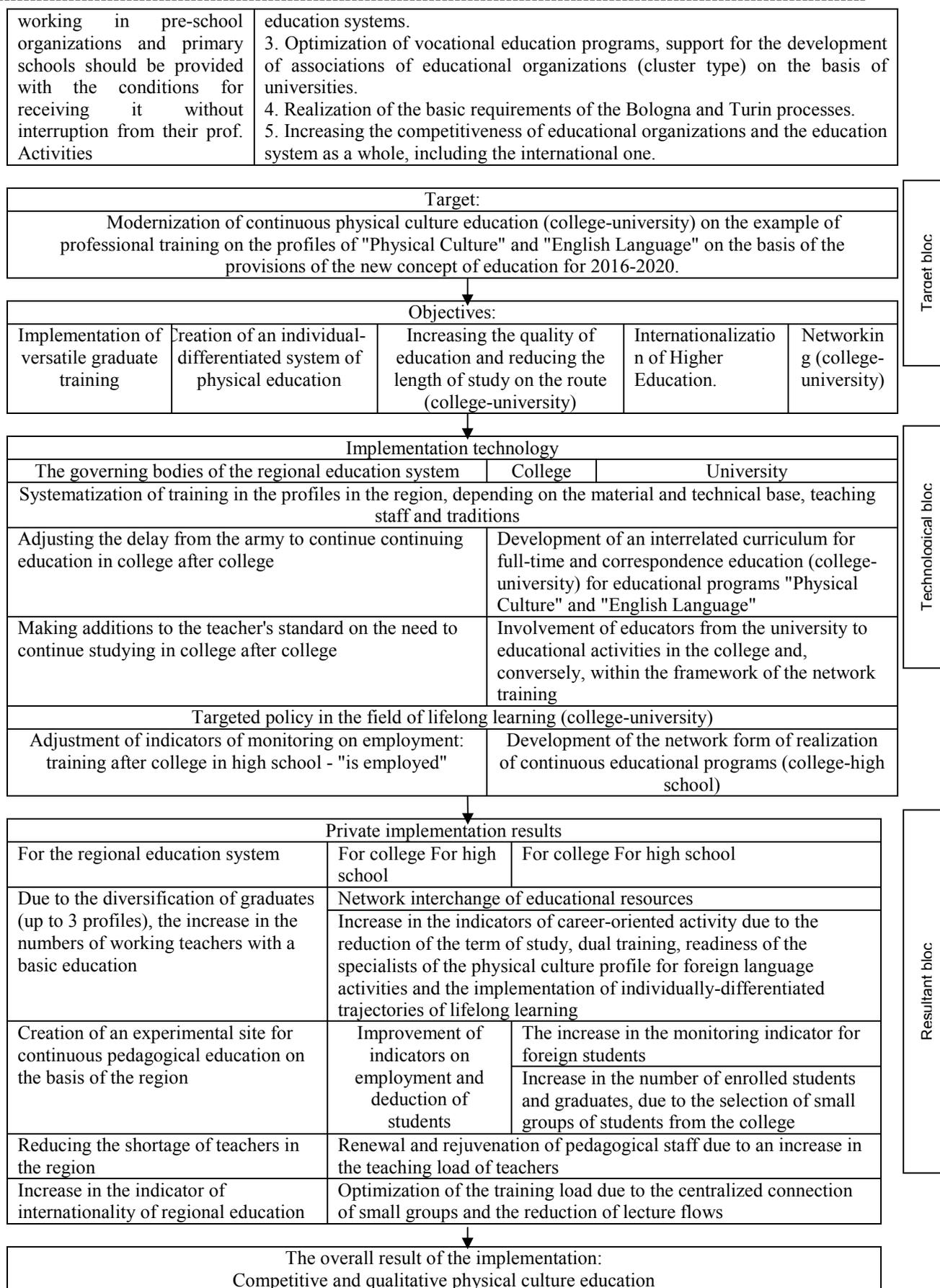
In the scientific literature, the issues of introducing a competence approach to vocational training of teachers have been thoroughly studied, but the development of the foundations for the formation of sports competence in the college-university cluster on the basis of the individualization of training has not been implemented to date. Therefore, the goal of the article is to develop and prove the effectiveness of implementing the technology of implementing the competence approach in the process of continuous physical education (college-university) in terms of professional training in the profiles "Physical Culture" and "English Language" on the basis of the creation of a structural model and an individual-differentiated education system.

Material & methods

As a methodological substantiation of the author's research, a competence approach is considered, the implementation of which, in conjunction with system, activity and personality-oriented approaches, provides a higher quality level through the integration of various clusters, components and innovative technologies of continuing education (Nagovitsyn at al., 2015). The solution of research problems was ensured by a complex of complementary theoretical methods, on the analysis of domestic and foreign pedagogical theory, practice and experience in the field of physical education and educational standards; General scientific methods such as classification, modeling, comparison, comparison and generalization; Experimental methods with the use of diagnostic tools based on B. Bloom's classification in the author's modification and expert assessments (Nagovitsyn at al., 2017). As a result of the theoretical part of the work, based on the analysis of legislative acts and the concept of the Federal Targeted Program for the Development of Education for 2016-2020, a model for the organization of continuous physical education at the levels (college-university) was developed (Fig. 1).

Education Act:	
Article 46. The right to engage in pedagogical activity is held by persons who have secondary vocational or higher education and who meet the qualification requirements specified in the qualification guides and (or) professional standards	
Professional Teacher Standard	The Concept of the Federal Targeted Program for the Development of Education for 2016-2020
4.1. Part One: Training. The teacher should: 1. Have a higher education. Teachers with secondary specialized education and currently	1. Implementation of complex system projects implemented within the framework of the Program, purposefully focused on the formation and implementation of new models of universities, new educational programs, new conditions and technologies for their implementation. 2. Implementation of pilot projects for the modernization of regional vocational

Legislative bloc



Target bloc

Technological bloc

Resultant bloc

Fig. 1. Structural model of organization of continuous physical education at levels (college-university)

Preliminary research work to identify motivations and orientations in the selection of pedagogical profile by foreign students and their adaptation to training in Russian universities showed that there is a special need for educational programs "Physical Culture", "Informatics", "English Language", "Music", "Biology" (Nagovitsyn, 2014). In turn, the analysis of the potential state of readiness of specialists of the physical culture profile for the development of international sports and sports relations determined the need to develop the most popular and relevant educational trajectory "Physical Culture" and "English Language" (Table 1).

Table. 1. Individual-differentiated system of continuous physical education on the example of professional training on the profiles of "Physical Culture" and "English Language"

The trajectory of training in a university after a pedagogical college in the direction of "Pedagogical Education"	Term of training (years)	Total labor intensity (z.e.)	The base part (z.e.)	Variational part of the profile of "FC" (z.e.)	Variational part of the profile "X" (z.e.)	Variational part of the profile "Y" (z.e.)	DPA (z.e.)	Practice (z.e.)	HAK (z.e.)	Qualification
Bachelor of "FC" profile	1,5	75	19	27			12	11	6	The teacher of physical culture
Bachelor of English Language Proficiency	2	113	19		53		24	11	6	The teacher of physical culture and the profile of the English language
Bachelor in Profiles "FC" and "English Language"	2,5	150	19	27	53		34	11	6	The teacher of physical culture and the profile of the English language
Bachelor in "English Language" and "X" Profiles	3	188	19		53	53	46	11	6	Teacher of Physical Education and Profiles "English Language" and "X"

Note:

- profile "X" - any profile of the direction "Pedagogical education" (Preschool education, Primary education, Life safety, Music, Biology, Russian language, etc.).

For the experimental identification of the effectiveness of the implementation of the developed model of the organization of continuous physical culture education at the levels (college-university) in the aspect of introducing the individually-differentiated system for creating individual training plans developed in the study, during 2015-2017, We carried out research work. During the designated period, the approbation of the developed model was carried out in the groups on a single-discipline bachelor's degree direction "Pedagogical Education", the profile of "Physical Culture". Three groups were identified: experimental (16 distance learning students - EG) and 2 control groups (18 students of distance education - CG1, 17 students - CG2).

In the EG within 3 years, an individually differentiated system was implemented according to a specially created individual study curriculum in the aspect of the developed model for the organization of continuous physical education at the levels (college-university): 2014 - 4 (final) course of the Yars Polytechnic (college) and 1 course of the Glazov State Pedagogical Institute (GSPI); 2015 - 1 and 2 (final) course of the GSPI; 2016 - realization of professional activity in the secondary educational organization or children's and youth sports school.

In the CG1 within 2 years, an individually differentiated system was implemented according to a specially created individual study curriculum in the aspect of the developed model of organization of continuous physical education at the levels (college-university): 2015 - 4 (final) course of the Yars Polytechnic (college) and 1 course of the GSPI; 2016 - 1 and 2 (final) course of the GSPI.

In the CG2 for 4 years, continuous professional training was carried out according to the standard individual training curriculum: 2013 - 4 (final) course of the Yars Polytechnic (college) and 1 course of the GSPI; 2014 - 1 and 2 (final) course of the GSPI; 2015 - 2 and 3 (final) course of the GSPI; 2016 - 3 (final) course of GSPI and realization of professional activity in the secondary educational organization or children's and youth sports school.

Results

On the preliminary cut in 2013-2015. (June 2013-CG2, June 2014-EG, June 2016-CG1), the results of the average score for HES and SRS on the basis of the method of mathematical-statistical treatment according to the Student's t-criterion determined the differences as unreliable: EG-HEC - 4.1, WRC - 4.0; CG1 - HEK - 3.9, WRC - 4.3; CG2 - HES - 4.3, WRC - 4.1.

In the control section in December 2016 - January 2017, a diagnostic system was implemented for a specially selected fund of valuation tools taken from the analyzed scientific papers identified in our study above. The Evaluation Fund consisted of 6 diagnostic methods for monitoring the formation of students at the high, medium and low levels: general cultural competencies (OK1-9), general professional competencies (OPK1-6) and professional competencies corresponding to the types of professional activity for which the bachelor's program is oriented (Pedagogical activity - PK1-7, project activity - PK8-10, research activity - PK11-12 and cultural and educational activities - PC13-14). The results of the empirical study are presented in Table. 2.

Table 2. The results of the formation of competence in the levels in the control section

Competencies	EG			CG1			KG2		
	Levels of formation			Levels of formation			Levels of formation		
	high	average	low	high	average	low	high	average	low
GC-1	4	7	5	3	6	9	3	9	5
GC -2	3	8	5	2	8	8	1	8	8
GC -3	2	6	8	3	7	8	3	6	8
GC -4	3	9	4	2	6	10	2	7	8
GC -5	4	7	5	3	7	8	3	8	8
GC -6	2	10	4	2	10	6	2	9	6
GC -7	3	9	4	1	11	6	2	8	7
GC -8	3	7	6	3	5	10	3	6	8
GC -9	4	7	5	4	4	10	4	4	9
GPC -1	4	9	3	2	12	4	4	9	4
GPC -2	4	7	5	1	12	5	2	7	8
GPC -3	3	10	3	3	8	7	3	6	8
GPC -4	2	9	5	1	5	12	2	5	10
GPC -5	3	7	6	3	7	8	2	7	8
GPC -6	3	8	5	2	9	7	2	10	5
PC-1	7	7	2	3	7	8	3	7	7
PC -2	6	7	3	4	4	10	5	6	6
PC -3	6	7	3	5	3	10	2	7	8
PC-4	8	5	3	3	12	3	3	10	4
PC-5	5	6	5	4	5	9	5	4	8
PC-6	7	5	4	4	6	8	4	5	8
PC-7	6	6	4	5	6	7	4	6	7
PC-8	7	7	2	5	5	8	5	6	6
PC-9	8	5	3	7	6	5	4	6	7
PC-10	5	6	5	5	3	10	4	3	10
PC-11	8	4	4	6	5	7	5	5	7
PC-12	9	4	3	3	5	10	3	5	9
PC-13	6	6	4	4	4	10	4	3	10
PC-14	8	4	4	6	5	7	5	5	7

Discussion

Comparative analysis of the results of competence formation (GC, GPC and PC) in EG, CG1 and CG2 in levels (high, medium low) in the control section with the help of mathematical and statistical data processing for X2 revealed the following:

1. Between the indicators for all levels in the whole of the EG and both CGs, a significantly significant difference in the formation of the GC, GPC and PC competencies was determined. On average, in the EG in comparison with CG1 and CG2, an increase in the number of students at a high level in the formation of GC, GPC and PC competencies has been recorded, which proves the hypothesis that the introduction into practice of technology for the implementation of continuous physical education (college-university) Structural model and individual-differentiated system of continuous training of a specialist in physical culture in conjunction with further employment in the specialty positively affects the formed competencies and overall competence of graduates. Also, it should be noted that a significantly reduced trajectory of training (1.5 years) in conjunction with professional activities in the middle or children's and youth sports school allows you to better prepare a specialist in the field of physical culture and sports in a shorter time.

2. Between the indicators for the levels as a whole, CG1 and CG2, a significantly significant difference in the formation of competences has not been determined. On average, in CG1, in comparison with CG2, a not significant increase in the number of students at a high and medium level in the formation of GC, GPC and PC competencies was recorded, which proves the hypothesis that the introduction into practice of technology for the implementation of continuous physical education (college-university) at Based on the creation of a structural model and an individual-differentiated system of continuous training of a specialist in physical culture without further professional activity in the secondary or children's youth eskoj sports school did not significantly affect

the Maturity of competence and overall competence of graduates. But, in turn, it should be noted that a significantly reduced trajectory of training (1.5 years) allows you to prepare a specialist in the field of physical culture and sports in a shorter time, without losing, at the same time, the quality of vocational training in a higher education institution.

3. Between the indicators of EG and the two CGs on the low level of formation of GC, GPC and PC competencies is defined as a statistically significant difference. On average, the EG in comparison with CG1 and CG2 recorded a significant decrease in the number of students at a low level in the formation of GC, GPC and PC competencies, which proves the urgency of introducing an individually differentiated system of continuous training for a physical education specialist in conjunction with further employment in the profession "Advanced training" of lagging students, who most often, interfere with the implementation of a positive learning environment in the physical culture and sports team. Also, it should be noted that further professional activity in the secondary or junior sports school for the lagging graduate will be both additional training and will allow to raise to a medium or high level their professional competence.

4. Between the indicators for the low level of CG1 and CG2, a significantly significant difference in the formation of only PC competencies in pedagogical activity was determined. This proves the urgency of introducing an individual-differentiated system of continuous training of a specialist in physical education in the aspect of pedagogical activity, even without further employment in the specialty. In turn, it should be noted that a significantly reduced trajectory of training (1.5 years) makes it possible to prepare a specialist in the field of physical culture and sports more quickly, without contributing, while increasing graduates with a low level of professional competence. Also, it should be noted that further professional activity (in the first year of work) in the middle or children's and youth sports school does not facilitate the subsequent "additional training" of the physical education specialist in the pedagogical activity view of professional competence.

Conclusions

The development of technology for the implementation of continuous physical education (college-university) in the aspect of vocational training on the example of the profiles "Physical Culture" and "English Language" contributes to the solution of the following key areas stated in the concept of the Federal Targeted Program for the Development of Education for 2016-2020: implementation of integrated system projects, Implemented within the framework of the Program, purposefully focused on the formation and implementation of new models of universities, new educational programs and technologies Alization; Implementation of pilot projects for the modernization of regional vocational education systems; Support for the development of associations of educational organizations of professional education (cluster type) on the basis of universities; Implementation of the basic requirements of the Bologna and Turin processes in all organizations of higher education and secondary vocational education; Increasing the competitiveness of educational organizations and the education system as a whole, including the international one.

On the basis of detailed theoretical research, the process of implementing a competence approach to the professional training of a specialist in physical culture and sports has been identified and a diagnostic and diagnostic toolkit has been identified to monitor the formation of the bachelor's competence in teacher education in the field of "Physical Culture". On the basis of the first stage of the research in the single-profile baccalaureate groups, the direction "Pedagogical Education", the profile "Physical Culture" revealed that the introduction of an individually-differentiated system of continuous training of a physical education specialist, in conjunction with further placement in the profession, positively influences the development of competencies and, in general Competence of the graduate. It has been proven that the significantly reduced trajectory of training (1.5 years), together with professional activity in the middle or children's and youth sports school, allows to prepare a specialist in the field of physical culture and sports in a more timely manner. As a result, the developed multilevel process of pedagogical education will ensure: at the level of the individual - to make an individual choice of the content and level of the education and training that meets intellectual, social, international and economic needs; At the level of the regional education system - to get a multidisciplinary young specialist in shorter terms with the required qualitative qualitative parameters; At the level of the teaching corps (college and university) - systematically realize network, scientific, professional, pedagogical and social tasks.

The practical significance of the research is that the use of the author's model and the individual-differentiated system will allow us to reach a higher qualitative level of vocational training that ensures the individual and personal development of the student. The proposed provisions and conclusions create prerequisites for further study of the phenomenon of the implementation of the competence approach in the continuous education of teachers of physical culture in methodological, content and organizational aspects. The multilevel process of physical education, developed in the study, makes it possible to systematically realize network, scientific, professional, pedagogical and social tasks, and the student to make an individual choice of the content and level of the education and training that meets intellectual, social and international needs, as well as to obtain a multidisciplinary education in more Short terms with the requested qualification quality parameters. The presented practical experience of introducing the technology of implementing the competence approach in the process of continuous physical education (college-university) in the aspect of professional

training in the profiles "Physical Culture" and "English Language" on the basis of the creation of a structural model and an individual-differentiated training system can be used in constructing professional space, in other educational organizations.

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